

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Early Childhood and Family Studies B.A.
 College of Indigenous Studies
 September 2025 - Summer 27

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: To provide high quality preparation for early childhood professionals who wish to advance their professional development within the field. GOAL STATEMENT: To be the most highly recognized Early Childhood and Family Studies cross-regionally delivered BA program that is valued as a high-quality educational program within the state of Alaska and beyond. <i>The National Association for the Education of Young Children (NAEYC) Standards and Competencies for Professional Development published November 2019 by NAEYC WA DC</i>	1. Communication: 1.a. Written: Students should be able to display effective written communication skills for use in the EC environment using standardized formatting of APA. 1.b. Oral: Students should be able to share information through oral presentation with supportive visuals; example of supportive visual could be a PowerPoint.	Instrument: Writing Assessments Rubric: The writing rubric covers 6 components. Min. Standard: All students are expected to pass with a score of 70% higher. Instrument: Oral Presentations Rubric: The oral rubric covers 5 components. Min. Standard: All students are expected to pass with a score of 70% higher.	Writing: Samples are collected from specific courses within the CDFS BA. These courses are ECFS 445, ECFS 304, ECFS 306 and ECFS 420. Oral: Samples of completed rubrics used for grading are collected from one specific course within the CDFS BA; ECFS 342. Data assessed and collected every semester from these courses by the instructors, sent to the CDFS Chair and kept in a Shared Google Drive to be shared and used for SLOA assessment and needed changes.

	2. National Standards Successful CDFS students will demonstrate the ability to apply knowledge, analyze, synthesize and evaluate in each of the following NAEYC initial licensure standards.	An assortment of assessments will be used throughout the CDFS course work. Instrument: Individual class assignment responses or class projects Rubric: Rubrics to match all assessed assignments will be used consistently between all facilitators of course work.	Samples of all course assessments will be collected each fall, spring, and summer semesters from all delivered courses. During fall of 2024, the CDFS faculty agreed to assign a final reflection assignment for each course taught. This assignment will provide students with the opportunity to write a Standard Statement which they can include in their final program portfolio. Data will be assessed annually by Full-time CDFS Faculty for SLOA assessment and needed changes. ALL ECFS courses taught within the CDFS program will be included.
	3. Application CDFS students will demonstrate their knowledge through one of two final projects. The first option is an action research project that is created around a need that is relevant to the program a student works in or is placed to complete the project. The second option is completed through a classroom-based curriculum project where they develop curriculum based on child interest, State of Alaska Learning Guidelines, and includes the areas of planning design and assessment.	Min standard: will be set at 80% or higher for all individuals. Instrument: Individual student plan, project facilitation, and final reflection.	Samples of all course assessments will be collected each fall, spring, and summer semesters from courses involved with this activity, ECFS F470, ECFS F471, ECFS F472, ECFS F473. All students complete a minimum of 1 of these courses so that all students complete a final capstone project. The final capstone project will be included in the Student Program Portfolio.

	Standard 1: Child Development and Learning Context Standard 2: Family-Teacher Partnerships and Community Connections Standard 3: Child Observation, Documentation, and Assessment Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Standard 6: Professionalism as an Early Childhood Educator Standard 7: Field or Clinical Practice	Min Standard: will be set at 80% or higher for all individuals meeting standards on these assignments. Instrument: Individual student portfolios developed out of personalized self-reflective statements in conjunction with aligned artifacts derived from papers, projects, reflections, field experiences that have been completed during each student's tenure in the program. Rubric: developed to assess self-reflective statements for NAEYC sub-standards (total of 22) Assessment that all the artifacts submitted with statements are aligned with the standard, and reflection.	Capstone Project. Samples of Program portfolios will be collected and assessed the semester that a student graduates. Full Time CDFS Faculty will assess portfolios. All faculty assessing portfolios will use the same rubric, results will be averaged. To support students with their portfolio work – a new reflection statement has been introduced to each ECFS course which gives students to provide a standard statement and aligned artifact
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